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The results of a survey of certification requirements for teachers of children with learning disabilities is reported in two parts: (1) responses from 45 state and 9 provincial departments of public instruction in the United States and Canada and (2) responses from 26 colleges and universities. The states are listed alphabetically, and information is summarized and, when appropriate, is directly quoted along with the responding source. The programs for children with learning disabilities, which varied greatly from state to state, are classified under a variety of categories in the different states, including learning disabilities, mentally retarded, emotionally disturbed/socially maladjusted, orthopedically handicapped, multiple disabilities/otherwise handicapped, and speech pathology/deaf. Of the 55 states and provinces responding, 34 states (62 percent) reported certification or endorsement requirements in the above areas. From the state surveys, requests for course descriptions were made to those colleges and universities mentioned, and their programs are summarized alphabetically according to college within the state. (CM)

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SURVEY OF CERTIFICATION REQUIREMENTS FOR TEACHERS OF CHILDREN WITH LEARNING DISABILITIES

ACLD Legislative Committee Report - March 1969

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Sixth International Convention
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The report which follows was undertaken at the request of the Legislative Committee of the Association for Children with Learning Disabilities, and is the result of a survey which attempted to determine the present status of teacher certification in the United States, Canada, and Mexico, in the area of learning disabilities instruction.

The report of the survey is in two major parts: 1)responses from the several state and provincial departments of public instruction, and 2)responses from several colleges and universities across the country indicating what programs of instruction they offer to meet existing or potential certification requirements. Each part presents detailed information, state by state (or province by province), summarizing the information supplied by the responding department or higher education official. Where appropriate, direct quotations from letters or printed material are used, with identifying data.

It is hoped that the report will be of assistance to many: to parents who wish to know the status of teacher certification in their states; to legislators who want to compare certification provisions; to state department of education officials who would like to know what other states require before framing their own certification requirements; and lastly, to educators who are planning programs for state approval or in-service institutes.

The Committee wishes to express its appreciation to all those who responded, thus making this report possible.

Lita Linzer Schwartz, Ph.D.

A Survey of Teacher Certification Requirements in the field of Learning Disabilities

Part I

In preparation for this report, a letter was sent to the teacher certification officer in the department of public instruction in the fifty states, the District of Columbia, ten provinces in Canada, and Mexico. Replies were received (as of Feb.10,1969) from 45 states, 9 provinces, and Mexico. The letter may be found in the Appendix to this report, and the responses are summarized in Table I. As you will note from either the following state-by-state report or from the table, the variation in existing certification standards is considerable.

The state-by-state report summarizes, for each state or province, the direct replies received as well as additional information sent by the respondents which may clarify the state's position vis-a-vis certification standards for teachers of children with learning disabilities, planned programs or proposals for teachers and/or the children, and other data. As you can see in the survey letter, the state departments of education were also asked whether college-level programs to prepare teachers for work with children with learning disabilities existed in the state. The answers to this question provided the basis for the second part of this report.

ALABAMA

The state does not now have a certificate for teachers of children with learning disabilities, but anticipates having such a certificate within the next three years. At this time, individuals holding a "valid class B elementary, secondary, or elementary-secondary professional certificate" may earn or be issued a Class B Special Education Professional Certificate, valid for eight years, with an endorsement in Multiple

Disabilities (including cerebral palsy) upon the completion of 22½ quarter hours or 15 semester hours in the following areas: 1)survey course in education for exceptional children; 2)medical aspects of crippling and special health conditions, including educational implications and procedures for cerebral palsied; 3)nature and needs of the mentally retarded, including interpretation of psychological tests; 4)educational procedures for the mentally retarded, including materials, methods, and curriculum; and 5)an elective course (4½ quarter hours or 3 semester hours) in one of the following areas: arts and crafts for the atypical child, adapted physical education, student teaching with the mentally retarded, and student teaching with the multiple disabled.

A Class A Special Education Professional Certificate, valid for ten years, requires, in addition to the above, a Master's degree in special education plus an additional 13½ quarter hours or 9 semester hours for the endorsement in multiple disabilities, including: 1)seminar developed for teachers of children and youth with multiple disabilities including cerebral palsy; 2)interneship including student teaching under approved conditions as well as course work; 3)an elective in one of the following: arts and crafts for the atypical child, adapted physical education, psychological evaluation of exceptional children, language and speech development and problems, or auditory and visual screening.

There is also a Class AA certificate, valid for twelve years, issued to holders of the Class A certificate above who have "completed a sixth-year program of graduate study, with a minimum of forty-five quarter or thirty semester hours, subsequent to the completion of all requirements for the Master's degree in an approved institution." The work for this certificate shall consist of an approved program for the advanced preparation of teachers of exceptional children.

SOURCE: State of Alabama Department of Education, Montgomery.

ALASKA

Does not presently have a certificate specifically for teachers of children with learning disabilities. There is a Special Education certificate, valid for five years, which requires a Bachelor's or higher degree from an American accredited institution, with 24 semester hours in the education of the exceptional child prior to granting of the degree, "or 6 semester hours in the special teaching area subsequent to the granting of degree. Last 6 hours shall be earned within 6 years immediately preceding the date of application, 4 of which must have been in residence."

Source: State of Alaska Department of Education, "A Summary of Certification Requirements for Teachers" (effective March 1, 1967).

ARIZONA

No reply received.

ARKANSAS

Does not have a certificate for teachers of children with learning disabilities, but apparently includes this under a general special education certificate. A Bachelor's degree with 18 semester hours of education courses qualifying the holder for an elementary or secondary certificate is necessary, plus 12 semester hours of course work (3 in each of): education or psychology of exceptional children, nature and needs of children in the area of specialization, education procedures for teaching in the area of specialization, and speech and language development or speech correction; six semester hours of directed teaching in special education (except for teachers with three years of experience in special education); and six semester hours of electives in addition to the above "with not more than three semester hours in any one area of specialized courses related to the handicapped. It

is recommended that three of the required six hours of electives will be in the field of psychological evaluation of exceptional children."

Source: State of Arkansas Department of Education, Summary of certification rules and regulations, "Certification Requirements for Special Education."

CALIFORNIA

"As of this date, there is no special credential or specialization authorizing the teaching of the educationally handicapped. Until such certification is established by the State Board of Education, service in classes of the educationally handicapped may be performed under the authority of certain teaching credentials presently in force. The criteria to be used in determining which credential is valid for a particular purpose are: (a)the type of service to be performed by the teacher, (b)the service authorized by the credential. ... The standard teaching credential, elementary specialization, when the authorization to teach all elementary subjects is stated on the document, is acceptable for teaching educationally handicapped minors in kindergarten and grades one to nine inclusive. On the other hand, the standard teaching credential, secondary specialization, authorizes the holder to teach only the subjects named as majors and minors on the face of the document. Broadening the authorization can be accomplished only by special action of a local board of education and can include the teaching of additional subjects in classes for educationally handicapped children but not other classes of exceptionality for which special credentials exist. Such action is valid when both a major and minor are named on the credential, covers service for the one school year only, and must be done individually for each applicant. ... The special secondary credentials in music, art, homemaking, business education, industrial arts, and physical education authorize the

teaching of only the subject named on the credential. Such teaching may be performed in regular classes or in classes of the educationally handicapped. None of these special secondary credentials authorize the teaching of other subjects in the curriculum in a self-contained classroom or in a departmentalized class (e.g., the teaching of remedial reading)."

The general information statement makes it very clear that according to the Education Code, Section 6759, "educationally handicapped minors are not to be confused with physically handicapped ... nor with mentally retarded minors. ..."

Inquiries regarding certification requirements should be directed to the Certification Office of the California State Department of Education, 721 Capitol Mall, Sacramento, Calif. 95814; and inquiries concerning classes for the educationally handicapped should be sent to the Bureau for the Educationally Handicapped and Mentally Exceptional Children at the same address.

SOURCE: California State Department of Education, Certification Office: "General Information about Certification Qualifications for Teachers of Educationally Handicapped Children." Dated 1-66, Item MU-1058.

There is at present a restricted credential authorizing service as a teacher of orthopedically handicapped children, including cerebral palsy (1-68) which requires a Bachelor's or higher degree, statement of employment, statement of intent, plus 8 semester hours selected from the following: physical and neurological disorders of the cerebral palsied and orthopedically handicapped; curriculum and methods of teaching the orthopedically handicapped, including the cerebral palsied; introduction to exceptional children. Other

endorsements follow a similar pattern of requirements, and presumably the anticipated certificate for teaching the educationally handicapped will also.

COLORADO

No specific certificate for teaching children with learning disabilities is issued, but an endorsement may be added to the basic teaching certificate. "The endorsement for educationally handicapped in this state requires a Master's degree with specialization for working with youngsters with handicaps of this type." Programs have been approved for this specialization at three colleges and universities in Colorado (University of Colorado at Boulder; University of Denver in Denver; and Colorado State College at Greeley). "The programs that are presented from out of state must be equivalent to the programs that are offered in these institutions."

SOURCE: Colorado Department of Education (letter from Eleanor Casebolt, Supervisor, Teacher Education and Certification, Dated Jan.3,1969).

CONNECTICUT

There is presently no certificate for teachers of children with learning disabilities, although one is anticipated within the next three years, "very broadly defined."

SOURCE: Unsigned response on survey form, from Connecticut State Department of Education, Teacher Certification Office.

DELAWARE

The present certificate is issued in the area of "orthopedically and brain-injured handicapped (including cerebral palsied)." Besides a Bachelor's degree, applicants for this certificate must be graduates of a

program for the education of children in this classification, including student teaching in this area, or "a)Teaching certificate appropriate to the level of assignment, b)Specialized professional preparation" to include at least one course in each of the following areas: Exceptional children; measurements and evaluations utilized to determine individual differences; principles of growth, development and behavior of children; abnormal or clinical psychology or mental hygiene; psychology of physically handicapped; characteristics and problems of the brain-injured and cerebral palsied; foundations of reading; student teaching of orthopedically and brain-injured handicapped children.

SOURCE: Delaware State Department of Public Instruction, Division of Teacher Education and Professional Standards (IV A. 22 f.). Adopted May 1967.

DISTRICT OF COLUMBIA

No reply received.

FLORIDA

There are a number of possibilities for certification here, none of them strictly defined as "learning disabilities." The one which seems most appropriate is the certificate to teach exceptional children having "Motor Disabilities," because the preparation for the Rank III or lowest level certificate in this area specifically includes: "Biological and medical aspects of motor and physical health disabilities, including pathologies in central nervous system covering motor, sensory, language and psychological disorders." The other two possibilities are specialization in the area of "Intellectual Disabilities" or in an area called "Varying Exceptionalities," which appears to be a general special education certificate.

Eligibility for the certificate in the area of Motor Disabilities at the Rank III level requires a Bachelor's degree with a major in exceptional child education with specialization in motor disabilities, or a Bachelor's degree with Rank III certification in another subject or field plus fifteen semester hours in the education of exceptional children, including credit in each of the following areas: 1)a survey course in the education of exceptional children; 2) biological, psychological and social foundations of mental deficiency; 3)biological and medical aspects of motor and physical health disabilities (see paragraph above); and 4)educational management of children with cerebral palsy and other motor disabilities including rehabilitation and other community services.

A Rank II certificate is issued when the applicant has a Master's degree in exceptional child education with specialization in motor disabilities, or a Master's degree with Rank II certification in another subject plus eighteen semester hours in the fields specified above. Rank IA requires parallel certification in another field plus twenty-one semester hours (three of them at graduate level) in education of exceptional children including the course areas mandated for Motor Disabilities specialization. A Rank I certificate requires the doctorate, including specialization.

SOURCE: Florida State Department of Education: "Requirements for Teacher Certification" (adopted January 30, 1968). See particularly pp.58-60 and 65-66.

GEORGIA

There are certificates issued for teaching exceptional children in several areas, but the respondent underlined "Deaf Education." This requires "(1)The bachelor's degree from a regionally accredited four-

year college with an approved program for the specific field, and (2)The recommendation of the responsible official of the institution, verifying that the applicant has completed successfully the teacher-education program in the specific field for which certification is requested."

SOURCE: Georgia State Department of Education: "Requirements for Teachers' Professional four-year (T-4) Certificates." (IC-91a, revised 3-20-68, p.2)

HAWAII

There is no certification in the field of learning disabilities at present, but it is anticipated within the next three years.

SOURCE: Unsigned notations on survey form (received Feb.4,1969).

IDAHO

An Exceptional Child Certificate is issued here with an endorsement for teaching the multiple handicapped (crippled, health impaired, and neurologically impaired). Applicants must have a Master's degree with a concentration in the area of education; thirty semester hours in Special Education including the following areas: "Training in the diversified areas of exceptionalities; Information in the social, medical, psychological, educational, nutritional, recreational and vocational needs; Practicum: Appropriate supervised observation and experience in teaching in this area."

SOURCE: State of Idaho Department of Education: "Certification of Professional Personnel" (revised to May 1, 1968). See particularly pp.31-32.

ILLINOIS

Certificates to teach in the area of learning disabilities are issued directly through entitlement

programs (offered at two universities in Illinois), and are subsumed under the heading "Teachers of the Maladjusted." It is possible, however, for non-certified teachers to function in this area "on the basis of a Standard Teaching Certificate and approval from our Department."

To quote from the "Teacher Approval Procedures Booklet":

"Approval is given for a particular teacher, for one school year, for a particular situation: i.e. there is no general approval of a permanent nature in view of the developmental aspects of these programs.

"The school district must follow, faithfully, the rule requiring preplanning with the Department of Special Education Program Development and Evaluation. No teacher will be approved until this required step is completed.

"The teacher's experience is important and will be evaluated in terms of the plan that is agreed upon. In some cases, experience will be counted in lieu of specific, special courses. Ten hours of specialized training are required as noted below. The minimum requirement is one course in each category which will total at least 10 semester hours." (p.22)

For teachers of children with learning disabilities, the categories are: a)Characteristics (the brain damaged child, the aphasic, the epileptic child, the child with a learning disability, etc.); b)educational and psychological diagnosis; c)remedial methods in academic areas; d)mental health and/or mental hygiene; and e)elective courses closely related to the area of maladjustment.

SOURCES: Letter from Edward A.Nelson,Jr., Assistant Director, Mental Retardation, Department of Special Education Program Development and Evaluation in the

Office of the Superintendent of Public Instruction for the State of Illinois (Jan.3,1969); and booklet: "Special Education Teacher Approval Procedures" (revised February 1968), pp.22-24.

INDIANA

According to the response received, there is an endorsement for certification of teachers of children with learning disabilities. However, examination of the "basic regulations regarding qualification in these areas" reveals no such specialization. The "Speech and Hearing Therapy" requirements were marked off, with 40 semester hours required including 5-12 semester hours in "Other Areas: Psychology (clinical, child, abnormal, exceptional), remedial reading, language arts, mental hygiene, education of the mentally retarded, education of the physically handicapped, and mental measurements." (p.39)

Also indicated were the requirements for a teaching minor in Special Education, with such areas of endorsement as Orthopedic and Special Health Problems, Partially Sighted, Blind, Mentally Retarded, Emotionally Disturbed, and Deaf. With the exception of teaching the deaf, 24 semester hours are needed for endorsement, divided as follows: "a minimum of eight semester hours in the area of exceptionality in which the certificate is to be issued, including psychological and physiological bases, special class methods, and student teaching in the area of exceptionality; four semester hours in elementary teaching methods distributed between mathematics and language arts; and ..." 12 semester hours in directed electives in the general area of special education. (p.39)

From this information, it is not quite clear where the endorsement for certifying teachers of children with

learning disabilities is specifically indicated or placed.

SOURCE: Letter from William L.Hodge, Assistant Director, Division of Teacher Education and Certification, State of Indiana (dated Dec.26,1968).

IOWA

No reply received.

KANSAS

Certification here is for Teachers of Crippled Children in Special Classes. In addition to requirements common to all special education teachers in the state, those teaching crippled children in special classes must complete 22 semester hours of work in the following areas:

Six semester hours in the general education of crippled children, such as: Therapeutic Care of Crippled Children, Problems and Education of the Cerebral Palsied Child, Problems and Education of the Hospitalized Child, Problems and Education of the Brain-injured Child.

Six semester hours in curriculum and methods, from: Child Study and Mental Hygiene of the Handicapped, Curriculum adjustments for crippled children, Program planning for the crippled child, Arts and Crafts for the Handicapped, Methods and Materials for the mentally retarded.

Two semester hours in supervised student teaching (with crippled children, or others in this category).

Two semester hours in physical characteristics, such as: Survey of Orthopedic Conditions, Orthopedics for Teachers of Crippled Children, Survey of Physical Defects, Medical aspects of cerebral palsy.

Six semester hours in related courses, such as: Introduction to speech correction, Speech correction

for the cerebral palsied, Fundamentals of vision and hearing, Educational and vocational guidance of the handicapped. (pp.61-63)

"In special cases, upon recommendation of the training institution, provisional approval will be granted to a person who has planned a program of study leading to approval, and who has completed at least six semester hours of required course work." This is renewable annually if progress in course work continues. (p.63)

SOURCE: "Certificate Handbook" issued by the State Superintendent of Public Instruction and the State Board of Education, Topeka, Kansas (January 1, 1968).

KENTUCKY

Two plans exist for certification of teachers of the neurologically impaired. They are cited here verbatim from a late 1966 circular issued by the Department of Education:

Plan I. A curriculum for the preparation of teachers of the neurologically impaired shall be developed in accordance with the guidelines for preparation-certification of teachers of exceptional children which have already been adopted by the State Board of Education* including the following professional requirements:

Professional Requirements. When a teacher

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*The guidelines for the preparation-certification for teachers of exceptional children require the same general education background that is required for elementary and/or secondary classroom teachers. Also, the same specialization (teaching majors, minors, or general requirements) is required for special education teachers. The professional education requirements lead to certification for both a classroom teaching assignment and an assignment in the particular special education category.

pursues the four-year program of preparation of elementary teachers, a minimum of 14 semester hours credit in special education in the following areas may be accepted as part of the 24 semester hours of required work in professional education:

Survey of Education of Exceptional Children
Nature and Needs of Children with Neurological Impairment
Learning Disorders
Human Learning Processes
Practicum experience with children with neurological impairment

(During the initial period ending September 1, 1970, the student teaching experience or practicum experience may be done in any classroom for neurologically impaired children where the unit has been approved by the State Department of Education and the supervising teacher is approved by the Division of Teacher Education and Certification.)

Plan II. Experienced classroom teachers having two or more years of successful teaching experience who hold a valid teaching certificate based on a bachelor's degree program may be approved for teaching neurologically impaired children for a one-year period provided the following conditions are met:

The teachers are selected on the basis of such characteristics as physical staming, emotional stability, and intellectual ability.

The teacher has completed course work from at least two areas of the professional requirements for teachers of the neurologically impaired.

The teacher makes a commitment to complete the remainder of the professional requirements within a three-year period and at a minimum rate of 6 semester hours credit annually.

A selection committee may be appointed with representation from local school district personnel,

the Division of Special Education, and the Division of Teacher Education and Certification to assist in the initial selection of the teacher and to advise the teacher in a program of professional growth and development toward attaining competency for teaching the neurologically impaired.

SOURCE: Commonwealth of Kentucky Department of Education, Bureau of Instruction, Division of Teacher Education and Certification: Teacher Education Circular #233 (December 7, 1966): "Guidelines for the preparation-certification of teachers of exceptional children." See pp.10-11.

LOUISIANA

There are basic requirements for all teachers of special education, but no special requirements appropriate for teachers of children with learning disabilities, although special requirements are given for other special education fields. The common requirements include:

1.Baccalaureate degree from an accredited institution of higher learning and a valid, regular Louisiana certificate to teach normal children at the elementary or secondary level.

2.General requirements in special education for all teachers of exceptional children (minimum of 12 semester hours):

Mental (or Educational or Psychological) Tests
Child and/or adolescent psychology
Psychology of exceptional children
Arts and Crafts
Balance of 12 semester hours, if any,from:
Group psychotherapy, group dynamics, psychology of personality development, social psychology, abnormal psychology,

organization and administration of classes for exceptional children, child and/or vocational guidance, mental hygiene.

SOURCE: Louisiana Superintendent of Public Education: "Louisiana Standards for State Certification of School Personnel," Bulletin 746 as revised, 1964.

MAINE

The certificate issued is in special education. The certification officer wrote:

"An applicant who holds a valid elementary or secondary teacher's certificate of provisional or professional grade and submits 6 semester hours for courses in teaching children with learning disabilities may qualify for a one year conditional certificate. Since there is an affidavit that needs to be filed by the employing superintendent the position needs to be secured first. This conditional certificate can be renewed with 6 semester hours more for courses in this special field and with a 5 year elementary or secondary certificate and 12 semester hours of credit for courses in teaching children with learning disabilities a 5 year certificate in special education can be issued."

SOURCE: Letter from Flora I.Brann, Certification Officer, State of Maine Department of Education (dated January 7, 1969).

MARYLAND

No reply received.

MASSACHUSETTS

No certification is issued in the field of learning disabilities. The material received gave the certification requirements for teachers of Special Class, Speech and Hearing Handicapped, and Deaf.

SOURCE:Letter and requirements from John P.McGrail, Director, Bureau of Teacher Certification and Placement, Commonwealth of Massachusetts Department of Education (dated January 31, 1969).

MICHIGAN

There is not presently a certificate for teachers of children with learning disabilities, but a full sequence is certified for approval under the heading of emotionally disturbed, and there is an interim agreement only for "otherwise physically handicapped." The 1965 interim agreement was extended in March 1968 pending the establishment of formal certification requirements. Under this extension, "The Type I teacher of otherwise physically handicapped, who is employed to teach in reimbursed classes for Perceptual Development under programs for the otherwise physically handicapped, shall have the following basic course work or its equivalent*, for full approval if employed up to and including the period of this interim agreement as mentioned above:

Child Growth and Development ..... 2 s.h.
Psychology of Learning ..... 2 s.h.
Interpretation of Psychological Data .. 2 s.h.

and

A Bachelor's degree, plus a valid Michigan Elementary Teaching Certificate

plus

Three years of successful teaching experience, either in elementary education or in one area of the Physically Handicapped.

plus

Four semester hours of methods in teaching children with learning disorders.

*Under special circumstances and when appropriate, because the teaching of children with learning disorders is still in the experimental stage, the Superintendent of Public Instruction shall approve a candidate for teaching reimbursed classes who has completed all of the

course work except the required semester hours of methods in teaching children with learning disorders; but only
When supervision and in-service education are given which, in the judgment of the Superintendent of Public Instruction, are equivalent to the required four semester courses in methods of teaching children with learning disorders."

SOURCE: Michigan Department of Education statement from Mary A.Blair, dated March 1, 1968: "Extension of 1965 Interim Agreement on Type I Teachers of Otherwise Physically Handicapped Teaching Pupils with Perceptual Problems."

MINNESOTA

There is not, at present, certification of teachers of children with learning disabilities, although such a certificate is under study. Special education certificates are issued in other areas.

SOURCE: Letter from George B. Droubie, Director, Teacher Certification, State of Minnesota Department of Education (dated December 27, 1968).

MISSISSIPPI

Special education certificates with specific endorsements, not including teaching children with learning disabilities, are issued. For the special education Class A certificate, all applicants must have a bachelor's degree from an accredited institution in education, plus 3 semester hours each in Psychology of the Exceptional Child and Speech Correction. Further requirements depend upon the endorsement.

SOURCE: State of Mississippi: "Regulations for Teacher Certification," Bulletin 130, 1966 revision, pp.21-22.

MISSOURI

Certification standards for teachers of children with learning disabilities (minimal brain dysfunction) include:

Bachelor's degree from an accredited institution
Valid teacher's certificate (elementary preferred)
Fifteen semester hours from the following:
Education/Psychology of the exceptional child
Methods of teaching verbal communication disorders and visual motor integration problems
(These two are required for a two-year certificate, with the following required for the life certificate):
Student Teaching (2 - 5 hours) (Should be perceptually handicapped setting unless completed previously)
Speech and language development for children with communication disorders
Interpretation of educational tests and measurements
Parent and student counseling

SOURCE: "Missouri Certification Standards for Children with Learning Disabilities (Minimal Brain Dysfunction)," sent by Mr.Paul Greene, Director, Teacher Education and Certification, Missouri State Department of Education.

MONTANA

At present there is neither a certificate nor a required endorsement, although an endorsement for learning disabilities can be placed on a regular teaching certificate.

"Endorsements are granted on the Class 1, Class 2, or Class 5 teaching certificates of applicants who have completed college approved programs in these areas.

Such programs must include at least 30 quarter credits (20 semester credits) and the recommendation of the appropriate college official is required."

SOURCE: "Certification of Teachers and School Administrators in Montana" (Feb.1968), issued by Harriet Miller, Superintendent of Public Instruction for Montana, p.12.

NEBRASKA

The Director of Teacher Certification sent the following statement on behalf of the Director of Special Education, Nebraska State Department of Education:

"We have been looking into the area of Learning Disabilities for some time and are gradually developing plans to accommodate this relatively new area of Special Education. We are requesting recognition of this area in Nebraska, although we have not yet formally approached the Nebraska Council on Teacher Education for endorsement preparation guidelines. ... planning is under way to offer an endorsement sequence at some future date."

SOURCE: Letter from D.G.Hayek, Director of Teacher Certification, State of Nebraska Department of Education (dated Jan.2, 1969).

NEVADA

Endorsement to teach the child with learning disabilities is under the heading of "Teacher of the emotionally and socially maladjusted," which includes the neurologically impaired child and special learning disabilities as two required areas of preparation. Requirements for endorsement of such teachers include one of the following programs:

1) "A bachelor's degree from a college or university accredited for the preparation of teachers for the emotionally and socially maladjusted and completion of a program of

training approved by the Department of Education."

2)A bachelor's degree and a valid elementary or secondary certificate plus completion of the following:

a.Two years of successful teaching experience in the public schools

b."Completion of a program for teaching the emotionally and socially maladjusted consisting of no fewer than 12 semester hours course work distributed to include preparation in each of the following areas or their equivalents:

(1)Introduction to the psychology and education of the exceptional child

(2)The emotionally disturbed child

(3)The neurologically impaired child

(4)Special learning disabilities

(5)Abnormal psychology, including mental retardation

(6)Counseling and guidance for exceptional children."

SOURCE: "Nevada Teacher Certification Requirements," effective Nov.1,1968, p.17; issued by the Nevada State Department of Education.

NEW HAMPSHIRE

No reply received.

NEW JERSEY

There is presently no certificate in the field of learning disabilities. Information was provided for certification or endorsement of classroom teachers of the handicapped.

SOURCE: Letter from Anne G.Lozier, State Board of Examiners, State of New Jersey Department of Education (dated Dec.31, 1968).

NEW MEXICO

Requirements in the field of special education are now being revised. At present, certificates are issued in the fields of elementary reading, speech pathology and audiology, and general special education.

The special education certificate requires a bachelor's degree, a valid New Mexico elementary or secondary teaching certificate, either 3 semester hours of student teaching in special education or one year of successful experience in the field of special education, and eighteen (teaching minor) or twenty-four (teaching major) semester hours of preparation in special education at the graduate or undergraduate level. Required preparation courses include: a survey course in Education for Exceptional Children, Materials and Methods of Teaching Exceptional Children, and Remedial Reading and/or Language Development. The remaining credits may be elected from the following:

1)Education procedures for the educable mentally retarded
2)activity therapy
3)abnormal psychology
4)mental deficiencies
5)guidance and testing
6)nature and needs of the physically handicapped
7)social psychology
8)personality development.

SOURCE: Letter from (Mr.) LaMar Lamb, Director of Teacher Education, Certification and Placement, State of New Mexico Department of Education (Jan.13,1969); and State of New Mexico Requirements for the Special Education Certificate.

NEW YORK

Teachers of children with learning disabilities are certified under the physically handicapped certificate (orthopedic, cerebral palsied and similar handicaps, brain-injured children), which is an extension of the elementary,

secondary, or special subjects certificate. This extension may be issued on completion of an approved program for the teaching of physically handicapped children or completion of a practicum in teaching physically handicapped children which also requires a 12-semester hour program of study in the following areas: Survey on the nature and needs of the handicapped child, Understanding the physically handicapped child (psychology of, medical aspects, mental- social- and physical adjustment), and Working with the physically handicapped child (methods and materials, plus education of the mentally retarded child).

SOURCE: Letter from (Mrs.) Adele Lefkowitz, Education Aide in the Division of Teacher Education and Certification, State Education Department of The University of the State of New York (Jan.10,1969); and "Regulations of the Commissioner of Education" (effective Sept.1,1962), Section 148,1a.

NORTH CAROLINA

There is no certification for teachers of children with learning disabilities, although certificates are issued in other special education areas (mentally retarded, speech and hearing, visually handicapped, and emotionally disturbed).

SOURCE: "Digest of Certification Requirements," excerpt from Publication # 357 "Teaching in North Carolina," (revised Sept.1967), pp.14-17.

NORTH DAKOTA

There is neither a certificate for teachers of children with learning disabilities nor the anticipation of such a certificate in the next three years.

SOURCE: Unsigned response to survey letter (received Jan.28,1969).

OHIO

Although Ohio has offered programs (special classes and individual supplementary tutoring) for neurologically handicapped children for about ten years, presently involving almost 3000 children, no certificate is issued as

yet in this field. "In the attempt to build certification requirements on hard data rather than armchair research, we have held off mandating course offerings for a certificate. However, we would expect that within three years, a certification pattern will have been developed."

In the description of the programs, it is stated that selection of the teacher "should be primarily selected on the basis of:

a. success in working with normal children
b. knowledge of primary basic skill work
c. ability to work effectively with children on an individual basis
d. understanding of child growth and development
e. flexibility and willingness to learn.

The basic training qualification is in elementary education. Therefore, an elementary certificate is required. Additional training may be obtained through inter-district in-service workshops, summer institutes sponsored by the Division of Special Education, and university course work."

SOURCE: Letter from John Herner, Chief Physically Handicapped Section, State of Ohio Department of Education (Jan.7,1969); and "Ohio Programs for Neurologically Handicapped Children" (1967), pp.37-38.

OKLAHOMA

There is no certificate presently offered, nor is one anticipated in the next three years, for teachers of children with learning disabilities.

SOURCE: Unsigned response on survey letter (received Dec.26, 1968).

OREGON

A Special Education Certificate is issued in the area of "Extreme learning problems exclusive of mental retardation." Preparation may be in the Basic Norm (four-year program) or the Standard Norm (five-year program). The basic norm requires completion of the general elementary

education program, recommendation by the institution in which the special education preparation was completed, and 24 quarter hours of preparation in an approved special education program of study which includes:

a. Education or psychology of the exceptional child (survey course)
b. Intelligence testing (clinical course)
c. Behavioral problems in children
d. Diagnostic and remedial techniques in basic school subjects (exclusive of reading)
e. Diagnostic and remedial techniques in reading (clinical course)
f. An advanced course in reading instruction
g. Clinical practice in reading, some of which shall be in a supervised setting in the public schools.

The Standard Norm requires an additional 18 quarter hours "distributed in the following areas: the mentally retarded child; intelligence testing, a clinical course; speech pathology - articulation defects, retarded speech, and emotional speech problems; audiology; advanced preparation in the education of children with extreme learning problems (a clinical course), to include principles of counseling applicable to work with parents and information relative to use of social agencies in the state."

SOURCE: "Specialist Norms" issued by the Superintendent of Public Instruction of the State of Oregon, 1968, pp.4-5.

PENNSYLVANIA

There is no certificate presently issued for teachers of children with learning disabilities. The copies of regulations received were for the College Provisional Certificate (which is awarded to graduates of an approved teacher education curriculum) and the Certificates in Special Education - Mentally Retarded (Educable and Trainable).

SOURCE: Commonwealth of Pennsylvania Department of Public Instruction: "Regulation - College Certificates in Special Education - Mentally Retarded (Educable and Trainable)", pp.55-56.

RHODE ISLAND

Certification is issued for teachers of the physically handicapped (orthopedically and/or neurologically). The Provisional Certificate, valid for six years and not renewable, requires presentation of a Bachelor's degree from an approved institution, 24 semester hours of courses "approved for the preparation of teachers of the physically handicapped (orthopedically and/or neurologically), including not less than six nor more than twelve semester hours of practice teaching." The Professional Certificate, valid for life, requires a Master's degree or 36 semester hours of approved graduate study beyond the 24 semester hours mentioned above, plus three years of successful experience as a teacher of the physically handicapped in Rhode Island.

SOURCE: "Requirements for a certificate to teach Physically Handicapped Children," State of Rhode Island.

SOUTH CAROLINA

No certificate is issued at present for teaching children with learning disabilities, although there are six areas in which teachers of exceptional children may be certified.

SOURCE: "Certification requirements for Teachers of Exceptional Children," effective July 1, 1968, issued by Office of Teacher Education and Certification of the South Carolina State Department of Education.

SOUTH DAKOTA

"The State of South Dakota does not presently have specific certification requirements for teachers in this area of special education."

SOURCE: Letter from Paul D.McAreavey, Administrator, Special Education, South Dakota Department of Public Instruction (Dec.31, 1968).

TENNESSEE

An endorsement in multiple disabilities (including cerebral palsy) is issued. The requirements are: "... a minimum of 60 quarter hours in the General Education Core plus 30 quarter hours of Professional Education, including at least 6 quarter hours of supervised student teaching in the regular grades. Not less than 9 quarter hours and not more htan 15 quarter hours of Psychological Foundations of Education shall be included. The applicant shall have completed at least 30 quarter hours of the following specialized preparation:

1. Survey course in exceptional children (required)
2. Specialized course work in the education of children with multiple disabilities
   a. Medical aspects of crippling and special health conditions, including educational implications (required)
   b. Mental retardation (at least 3 quarter hours required)
   c. Educational procedures for children with crippling and special health conditions, including cerebral palsied (required)
   d. Brain injury (aphasia, education of the brain-injured child, anatomy and physiology of the central nervous system, neurological, motor, and sensory impairment)
   e. Teaching of reading (required)
   f. Measurement and evaluation
   g. Speech and language development (required)
3. One of the following required:
   a. Supervised student teaching of children with multiple disabilities (including cerebral palsy)
   b. A statement from the teacher education institution indicating that the applicant has obtained 90 clock hours of practicum with

children with multiple disabilities (including cerebral palsy)

c. A statement from the school administration that the applicant has completed class teaching experience (2 years or more successfully) with children with multiple disabilities.

SOURCE: Printed material received from State of Tennessee Department of Education Jan.3, 1969.

TEXAS

There is no certificate presently issued for teachers of children with learning disabilities.

SOURCE: Unsigned reply on survey letter (received Jan.4, 1969).

UTAH

A certificate is issued for teachers in special education working with the intellectually handicapped. A valid Utah general teacher's certificate and recommendation by the teaching institution are required plus 15 quarter hours of work for the Provisional Certificate or 30 quarter hours of work for the Professional Certificate. The work must be taken in each of the following categories (recommended minimum quarter hours are given for the Provisional Certificate first, followed by the recommendation for the Professional Certificate):

1. Introductory study of exceptional children and problems common to several areas of special education (3q.h.;3q.h.)
2. Study of biological, psychological and social aspects of mental deficiency (3q.h.; 9q.h.)
3. Study of educational management of children with intellectual handicaps including: educational diagnosis, classroom organization, curriculum development, teaching procedures and materials (6q.h.; 12q.h.)
4. Student teaching of children with intellectual handicaps in programs approved for this purpose. Laboratory experience or directed observation recommended by the university may be approved (3q.h.; 6 q.h.).

These are the current requirements. On Sept.1, 1969, there will be slight changes in the overall requirements, including the addition of study in vocational planning, public relations, and counseling.

SOURCE: Utah State Board of Education, Division of Teacher Personnel: "Certification Requirements for Teachers of Pupils with Intellectual Handicaps." (TP 32368)

VERMONT

"A program for pupils with special learning disabilities" was to take effect July 1, 1968. In the guidelines of the Act, the requirements for teaching personnel were stated as follows:

"A specialist in learning disabilities shall have completed at least a fifth year in an approved university or college program in the area. A teacher may receive minimum certification for a position with learning disabilities children by holding a professional certificate to teach at the elementary or secondary level and completing, within three years, 12 hours in diagnosis of educational disabilities, education and curriculum for children with disabilities." (p.4)

SOURCE: Draft copy of "Learning Disability Guidelines" received from the Vermont Department of Education, Division of Special Education and Pupil Personnel Services, Jan.16,1969.

VIRGINIA

There is presently no certificate issued to teachers of children with learning disabilities, although special education certificates or endorsements are issued in six other areas.

SOURCE: Letter received from Miss Frances H.Gee, Supervisor of Teacher Certification, Commonwealth of Virginia State Board of Education (Dec.31,1968), and "Certification Regulations for Teachers" effective July 1968.

WASHINGTON

No reply received.

WEST VIRGINIA

Certification is granted in the area of teaching the mentally retarded, but not for teaching children with learning disabilities.

SOURCE: Letter from Carson L.Cottrell, Assistant Director, State of West Virginia Department of Education (Jan.2,1969); and "Minimum Standards for the Licensure of West Virginia School Personnel," approved Oct.20,1967. See p.29 especially.

WISCONSIN

Apparently certification programs for working with children who have neurologic learning disabilities are in process, since the "Certification Standards" bulletin lists Neurologic Learning Disabilities as one of the areas under "Teachers of Handicapped Children" with the following instructions:

"Information concerning certification in this specialty can be obtained by writing to the Office of Teacher Certification, Department of Public Instruction, Madison, Wisconsin 53702." (p.12)

SOURCE: "Certification Standards for Wisconsin Public Schools Teachers," Wisconsin Department of Public Instruction.

WYOMING

An endorsement is issued in the area of learning disabilities on the Initial Certificate (requiring 15 semester hours of specialization in an approved program with an emphasis in the area of endorsement beyond eligibility for the ordinary Initial Certificate); on the Standard Certificate (requiring an additional 21 semester hours of specialization); and on the Professional Certificate (requiring a master's degree in special education in the area of endorsement in an approved program).

SOURCE: Duplicated material received from Wyoming State Board of Education on Dec.26, 1968.

MEXICO

A copy of a letter dated Jan.15, 1969, was received which referred the survey letter to the Director General of Teaching in Mexico City, and requesting that information on the teaching of "deficient children" be sent in response. As of Feb.15, no further information had been received.

Canadian Provinces

ALBERTA

All special and endorsed certificates were discontinued in 1961. However, in the teacher education programs in three universities of Alberta, "... there is provision for specialization in many areas including the one in which you are interested. There is also a post-degree diploma program which allows for further specialization. Masters and doctoral programs provide similar opportunities for specialization."

SOURCE: Letter from J.I.Sheppy, Registrar, Government of the Province of Alberta, Department of Education (Dec.31,1968).

BRITISH COLUMBIA

No reply received.

MANITOBA

There is no special teaching certificate at present for teachers of children with learning disabilities. However, "There is no doubt that increasing stress will be placed on the professional preparation of teachers in this and other special areas in the next few years. There is a difference of opinion as to whether such teachers should receive a special teaching certificate."

SOURCE: Letter from H.P.Moffat, Director of Teacher Certification and Professional Development, Manitoba Department of Education (Dec.30, 1968).

SASKATCHEWAN

"It is a policy here that we will not likely adopt the practice of issuing special certificates or certificates indicating special training or competence in a particular area. We are leaning toward the single certificate and expect the officials who engage teachers to be knowledgeable with respect to the area and the extent of special competence."

SOURCE: Letter from H.L.Blakeley, Director of Teacher Training, Province of Saskatchewan Department of Education (Dec.24, 1968).

PRINCE EDWARD ISLAND

"Our Department does not at present have a special certificate for teachers of children with learning disabilities. With our rapidly expanding educational facilities and plans for the future, it is quite possible that we may have such certificates within the next three years."

SOURCE: Letter from J.Reginald MacDonald, Registrar, Prince Edward Island Department of Education (Dec.23,1968).

NEW BRUNSWICK

There is no required special certification at this time. However, "The Department is endorsing the program for teacher certification sponsored by the Nova Scotia Department of Education.

"This is a four summer block program for teachers who are interested in teaching children with specific learning disabilities. The program leads to a diploma in the teaching of the neurologically impaired."

SOURCE: Letter from Elizabeth J.Owens, Consultant in Special Education, New Brunswick Department of Education (Jan.7,1969).

NOVA SCOTIA

No certification in the area of learning disabilities is presently issued, nor is one anticipated at this time. Completion of the four summer program leads to a certificate in Special Education.

SOURCE: Letter from Ralph W.Kane, Registrar, Nova Scotia Department of Education (Dec.31, 1968).

QUEBEC

A Diploma for Teaching the Educable Retarded is issued, apparently the only one in special education.

SOURCE: "Preparing for Teaching," a circular issued by the Protestant Central Board of Examiners, Province of Quebec, 1969-70, p.14.

ONTARIO

"In Ontario, a teacher of a special education class for children with learning disabilities must hold a basic teaching certificate and a special education certificate if the service is to be approved for a special education grant. ... The minimum certificate required is the Elementary Certificate, Special Education with Option 109."

Option 109 is a course offered in the summer by the Department of Education and includes: Nature, needs, curriculum, material, and special physical arrangements for children referred to as neurologically impaired, brain injured, brain damaged, perceptually disabled, etc.

SOURCE: Letter from D.A.MacTavish, Assistant Director, Teacher Education Branch, Ontario Department of Education (Jan.21, 1969); and "Orientation Bulletin, Summer Courses, Special Education" (1968), p.10.

NEWFOUNDLAND

Specialist teacher's certificates are issued for the teaching of retarded children, but not in other areas of education for exceptional children.

SOURCE: Letter from C.F.Furey, Registrar, Government of Newfoundland and Labrador Department of Education (Jan.16, 1969).

SUMMARY OF PART I

A survey letter was sent to Departments of Public Instruction (or Education) in each of the 50 United States, the District of Columbia, 10 Provinces in Canada, and Mexico. Fifty-five replies were received: 45 from States, 9 from Provinces, and one from Mexico. This represents a return of 88.7 per cent.

As may be seen from Table I, children with learning disabilities are classified under a variety of categories for the purpose of certifying their teachers.

Table I. Teacher Certification or Endorsement Area (N = 55)

Area	Number	Per Cent
Learning Disabilities*	12	22
Mentally Retarded	2	4
Emotionally Disturbed/ Socially Maladjusted	2	4
Orthopedically Handicapped	6	11
Multiple Disabilities/ Otherwise Handicapped	3	5
Speech Pathology/Deaf	3	5
Other	6	11
None	21	38
TOTALS	55	100

*Unless otherwise accounted for, states planning a Learning Disabilities certificate are also included here (e.g., California).

In several states and provinces, recognition of the need for special classes specifically designed for children with learning disabilities (as defined by ACLD) does exist. Such awareness leads toward in-service teacher training programs, at least initially, and certification or endorsement in this specific teaching area ultimately, if the state or provincial policy provides for any special certificate or endorsement.

The fact that the majority of departments of education responding classify teachers of children with learning disabilities under some other heading strongly suggests the need for education of legislators and educators to the unique problems of these children. By definition, a child with learning disabilities has potentially average or better

than average intelligence, and therefore should not be in classes for the mentally retarded. Additionally, their teachers should have preparation other than that required for teaching the mentally retarded.

In the case of the states reporting special endorsement under the heading of Emotionally and Socially Maladjusted, there is recognition of a differentiation from the needs of those usually placed in this category, with the implication that emotional disturbance in learning disabilities children is secondary to their primary problem. There is some justification for classifying children with learning disabilities (and their teachers) with Orthopedically Handicapped or Physically Handicapped children because of the neurological impairment often seen in the former, but again, the peculiar needs of LD children must be clarified. Classification with deaf children and even those with speech pathology is probably unwarranted, since auditory problems and speech difficulties may be symptomatic but are not the primary problems of the learning disabled child. Multiple disabilities/ Otherwise physically handicapped appears to be a "catch-all" classification, as do several which are called "Other" because of the terminology used. As noted, several states issue only a general special education certificate, and a surprising number issue no special certificates or endorsements.

It quickly becomes apparent that ACLD affiliates have, and can do, a major educational job. They need to publicize the accepted definitions of learning disabilities to legislators and educators at all levels within their states or provinces. In addition, those familiar with the teaching techniques, materials, and classroom needs of learning disabilities children must make educators at the local and state levels aware of and familiar with them. The techniques of educating these officials will vary from community to community, but need to include information about the

number of children in the school district who have learning disabilities, the necessity of having qualified teachers to work with them, the practical aspects of developing special classes (perhaps a school district-wide class with children being bused to a central location), and the advisability of having programs developed and approved to teach the teachers. Legislators and educators might be invited to affiliates' meetings to gain information and insight into these problems.

Support for legislation at the national level can begin with communications to Senators and Representatives urging them to vote for bills specifically authorizing assistance to Learning Disabilities children. It has often been said that "the squeaky wheel gets the oil." If special classes, teacher certification, training programs for teachers, etc., are desired, then ACLD affiliates will have to speak loud enough to be heard.

Part II - College Programs

In the letter to state departments of education, a question was included seeking information about college or university programs "leading to a teaching certificate in learning disabilities within your jurisdiction." A letter was then sent to thirty-six colleges and universities asking whether they had programs in this area at the undergraduate and/or graduate level, or anticipated such a program within the next three years, and what courses they would or did recommend for inclusion in such a program. Information was received from the majority of those queried, as well as from three provinces in Canada.

The format used to summarize the programs follows, where possible, that of Corrine E.Kass and John Dewitt's paper: "An Overview of Special Learning Disabilities - A Report to the Committee of State Representatives of the (Proposed) Division of Children with Learning Disabilities" (Boston: ACLD International Conference, Feb.1968, pp.16 ff). A number of institutions were reported on by Kass and Dewitt in their report which were not surveyed at this time, but the names of such institutions are listed at the end of this part, and further information may be found on their programs in the Kass-Dewitt paper.

Inclusion of institutions in this report does not imply endorsement of their programs in quality or quantity of program offerings. The information is provided merely as a guide to existing programs.

California State College at Los Angeles

(1)Objectives of program: "a comprehensive program of professional preparation in the field of Education for Exceptional Children."

(2)Program's interpretation of children with learning disabilities: "Educationally Handicapped (emotionally and neurologically impaired)"

(3)Background of students selected: credential and/or master's degree candidates

(4)Practicum setting: State Diagnostic School for the Neurologically Handicapped on an adjoining campus

(5)Major course content (incomplete listing):

Directed Teaching in Special Education (Educ.Hand.)
Special Education Laboratory (Educ.Handicapped)
Fieldwork in Special Education (Educ.Handicapped)
Management of Educationally Handicapped Children
Abnormal Psychology
Behavior Disorders in Children
Psychological Testing Applied to Mentally and Physically Atypical.

San Francisco State College*

(1)Objectives of program: To train teachers in diagnostic, special instructional and remedial procedures appropriate for children who are educationally handicapped.

(2)Program's interpretation of children with learning disabilities: The Educationally Handicapped are children with learning disabilities associated with minimum neurologic handicap, emotional disturbance, or a combination of these.

(3)Background of students selected: Master's level program

(4)Practicum settings: Public school programs for educationally handicapped; clinical diagnostic and remedial facilities (8 options, including a Diagnostic School for Neurologically Handicapped Children, and a Dyslexic Center)

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*Part of this information adapted from the Kass-Dewitt report cited above. Other institutional names marked with a * will also indicate the use of material from that report.

(5)Major course content (incomplete listing):

Identification and Diagnosis of the Educationally or Neurologically Handicapped Child's Problems
Curriculum Adaptation and Planning for the Educationally or Neurologically Handicapped Child
Clinical practicum in public school and other facilities (3-6 credit hours @ 30 clock hours per credit)
Clinical Interneship in programs and clinics for children with learning disabilities (180 clock hours)
Related courses in special education, psychology, communications, and counseling and guidance

University of Colorado (Boulder)

(1)Objectives of program: Preparation of teachers of the educationally handicapped (emotionally and/or perceptually handicapped) in need of special education services
(2)Program's interpretation of children with learning disabilities: emotionally disturbed and/or perceptually handicapped
(3)Background of students selected: graduate level only with completion of at least one year of successful teaching experience at the elementary level
(4)Practicum setting: Supervised experience in special public school classes for educationally handicapped - full time for 8 weeks minimum (320 clock hours), during academic year only; similar practicum with the emotionally disturbed
(5)Major course content (incomplete listing)

Education of the Emotionally Disturbed
Working with the Poorly-Adjusted School Child
Practicums as noted above
Seminar in Special Education
Psychology Minor (6 semester hours)
Related courses in education, psychology, sociology

University of Denver

Programs are offered at the undergraduate and Master's levels, with the total curriculum now being developed.

Southern Connecticut State College (New Haven)
(2)Program's interpretation of children with learning disabilities: perceptually handicapped
(3)Background of students selected: Master's candidates at present; undergraduate program next year
(5)Major course content

Orientation to Handicapped Conditions
Nature and Needs of Children with Perceptual Handicaps
Teaching Children with Perceptual Handicaps
Teaching Children with Visual Perception Handicaps
Teaching Children with Auditory Perception Handicaps
Seminar in Education of Children with Perc.Hand.

University of Connecticut (Storrs)
(1)Objectives of program: to provide teachers and others with the competencies and skills which will enable them to understand the theoretical and practical aspects of behavior as they apply to the child with learning disabilities, to evaluate and respond to individual abilities and disabilities in a responsible and creative manner, and to assist such children to fulfill their maximum potential.
(3)Background of students selected: Bachelor's degree with elementary certification, at least one year of teaching experience
(4)Practicum setting: hospital diagnostic center, community learning centers, practice teaching in public school classes for children with learning disabilities, etc. (6 credits)
(5)Major course content (incomplete listing)

Problems in Special Education: Learning Disabilities
Educational Procedures: Learning Disabilities
Practicum and Field Experiences: Learning Disabilities
Seminar: Learning Disabilities
Characteristics of Emotionally Disturbed Children
Related courses in psychology, reading, linguistics and speech

DePaul University

Information is given on a program in the Kass-Dewitt report, but the reply received Feb.10,1969 indicated that no programs at undergraduate or master's level are now offered, nor are any anticipated.

Purdue University

This is apparently a graduate program only, with stress in the areas of Remedial Reading, and practicum courses. (Catalogs containing course descriptions were to be sent, but had not arrived by Feb.18,1969.)

University of Kentucky

Programs are offered at the undergraduate and graduate levels. Major course content (incomplete listing):

Education of the Orthopedically and Neurologically Handicapped
Survey of Physical and Neurological Defects
Educational Evaluation of Exceptional Children
Educational Remediation of Learning Disabilities of Exceptional Children

Louisiana State University

Does not now have programs, but anticipates establishing one for teachers of children with learning disabilities in the next three years.

Wayne State University

(1)Objectives of Program: to train teachers for state-approved Perceptual Development classes
(3)Background of students selected: Bachelor's degree, three years teaching experience, valid teaching certificate
(5)Major course content (program being developed)

Education of Children with Neurological Disorders
Teaching the Perceptually Handicapped
Learning Disabilities (clinical experience)
Related courses in psychology, speech and language development, remedial techniques in skill subjects, special education

Michigan State University

(1)Objectives of program: to fulfill state requirements for teachers of the Perceptually Handicapped

(3)Background of students selected: Bachelor's degree minimum

(5)Major course content (incomplete listing):

Seminar in Special Education I and II
Learning Disabilities I and II
Laboratory and Field Experience - Learning Disabilities
1.Reading Disabilities
2.Communications Problems
3.Visual-Motor Disorders
Related courses in Anatomy, Speech, Education, and Psychology

University of Nevada

Offers a program for teachers of children with learning disabilities at the Master's level, but no further information was received.

Hunter College

Anticipates a program within the next three years at the graduate level which will include the following courses:

Diagnostic and Remedial Techniques
Diagnosis of Reading Difficulties
The Handicapped in Society
Measurement and Appraisal of the Handicapped
Learning Problems of the Handicapped
Psychology of the Handicapped
Curriculum for the Physically Handicapped Part II
("Specific remedial techniques for special learning difficulties arising from disordered perceptual, motor, and symbolic processes")
Study of Emotional Dysfunction
Social Factors in Educational Dysfunction

State University College at Buffalo (SUNY)

Undergraduate and graduate courses are offered in the Department of Learning and Behavioral Disorders. Those relevant to teaching children with learning disabilities (at the graduate level) include:

Teaching strategies and curriculum practices for Learning and Behaviorally Disordered Children
Practicum in Learning and Behavioral Disorders
Specific Learning Disabilities
Understanding the Problem Child in the Classroom
Related courses in Education, Education of Exceptional Children

Ohio State University

A Master's level program is offered for teachers of children with learning disabilities, but no detailed information was received.

Oregon State University

Only offers preparation for reading specialists.

Northern State College (So.Dakota)

Offers undergraduate and Master's degree programs in the area of Learning Disabilities. The 30-semester hour undergraduate major requires:

Learning Disabilities (3 s.h.)
Curriculum Development for the Educationally Handicapped (3 s.h.)
Interneship: Educationally Handicapped (3-6 s.h.)
Special Education courses (5 s.h.)
Reading Improvement courses (8 s.h.)
Electives (5-8 s.h.)

For the Master's degree in Special Education, with an emphasis in the area of learning disabilities, 30 s.h. are also required, including many of the courses listed above.

University of Texas at Austin

The reply received stated that a sequence of courses or training program in the area of learning disabilities does exist at this institution, although there is not yet State certification in the area. Further details of the program have not yet been received.

Brigham Young University

A Master's level program is offered for those seeking an Advanced Professional Certificate - Learning Disabilities Endorsement.

(3)Background of students selected: Must have basic professional certificate in a related special education area, 3 years of verified, successful teaching experience, recommendation from an institution with an approved program.

(5)Major course content (incomplete listing):

Problems and training of sensory or speech and handicapped, or emotionally disturbed (8 s.h.): Learning Disabilities (Motor Coordination), Education of Children with L.D. related to Neurological Impairment, Neurological Communications Disorders

Learning Disabilities (Percep.Devel.) - Diagnosis and Training of learning disabilities

Learning Disabilities (Psycholinguistics)

Educational evaluation of communications disabilities

Practicum in Diagnostic or Prescriptive Teaching

An undergraduate program is anticipated within three years.

Utah State University

Although there is no certification program offered at the undergraduate level, all Soecial Education students are required to take a course called "Diagnosis of Learning Disabilities." At the Master's level, many of the courses in the Emotionally Disturbed/Socially Maladjusted program focus on evaluation of, materials designed for, and field experience with the educationally handicapped.

University of Vermont

Does not offer programs in the area of learning disabilities.

University of Wisconsin (Madison)

Offers programs for teachers of children with learning disabilities at both the undergraduate and Master's levels, but no details were received.

University of Alberta

Graduate Diploma and Graduate Degree programs are offered which include special education courses (Dept.of educational Psychology) in the area of learning disabilities:

Psychology and Education of the Crippled and Neurologically Impaired

Practicum in the Psychology and Education of the Crippled and Neurologically Impaired

Related courses in educational psychology and education of exceptional children

Nova Scotia Summer School

A four-summer program for the specialized preparation of teachers working with perceptually handicapped children is offered. For entrance to the first year of the program, permanent certification, teaching experience, and "demonstrated interest and the aptitude needed in teaching handicapped children" are required.Successful completion of the previous session is necessary for continuing in the program. Core courses in psychology and the teaching of various subjects are required, plus specialized courses in the appropriate area of special education.

Province of Ontario

Summer programs are offered leading to the Elementary Special Education Certificate, Intermediate Special Education Certificate, and the Specialist Certificate in Special Education. All certificates require specified amounts of teaching experience prior to admission. Apart from core

courses required at each level, teachers may enroll in Option 109: The Education of the Neurologically Impaired, which includes: nature, needs, curriculum, material, and special physical arrangements for children referred to as neurologically impaired, brain injured, brain damaged, perceptually disabled, etc.

Information on the programs available at the following institutions may be found in the Kass-Dewitt report referred to earlier:

American University
University of Southern California
University of Florida
Georgia State College
Northwestern University
University of Illinois
University of Kansas
University of Maryland
University of Minnesota
Teachers College, Columbia University
University of Oregon
Temple University
George Peabody College for Teachers
University of Washington

Letters were sent this year to several of the above, but replies had not been received in time to be included in this report. Eight additional colleges and universities were also contacted but again replies were not received in time for inclusion here.

On behalf of the Legislative Committee of ACLD, appreciation is expressed to all who took the time to forward information on the programs they have available or are planning, and to express their evaluation of the needs of such programs.

Appendix A

Letter to State Departments of Education

December 15,1968

Certification Officer
Office of Teacher Certification
Department of Public Instruction
City and State

Dear Sir:

To prepare for my participation in a panel presentation at the 1969 convention of the Association for Children with Learning Disabilities, I am in need of information which I believe you can provide. My paper is entitled "A survey of teacher certification qualifications." I would appreciate it very much if you would answer the following few questions:

1. Does your office have a certificate for teachers of children with learning disabilities?*
   a) If yes, please send me a list of the qualifications required for certification.
   b) If no, do you anticipate having such a certificate in the next three years?
2. Have you had inquiries regarding teacher certification in this area (other than the present one, of course)?
3. Do you know of college or university programs leading to a teaching certificate in learning disabilities within your jurisdiction?

   If yes, please list them.

Thank you for your prompt attention to this matter. The information provided will be of great help to all those working with children with learning disabilities.

Sincerely yours,

_____

*Minimal brain dysfunction, neurological impairment, perceptually handicapped, etc.